

GED® PROFESSIONAL DEVELOPMENT SERIES FOR KENTUCKY'S ADULT EDUCATORS

Session 1 - Focus on Close Reading

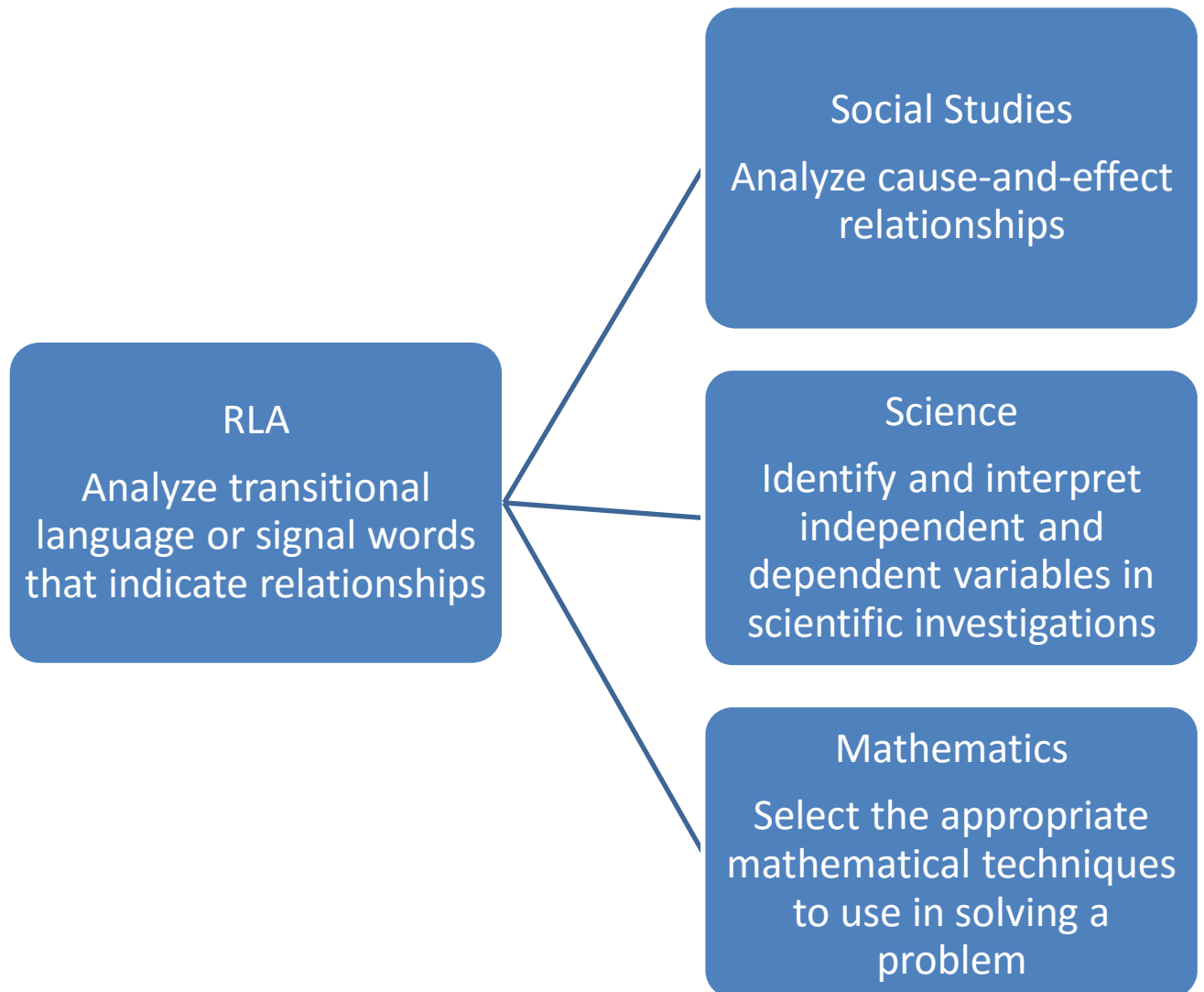
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It's All About Relationships



The Value of Silent Reading – What's Your Reading Rate

Reading silently improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When we read silently, we can form mental pictures of the topic being discussed. Also, we do not need to read one word at a time.

When you encourage your students to read silently, you are helping them develop the strategies they need for reading faster and with better comprehension. This is called reading efficiency, and it will help your students to read any text with maximum attention to meaning.

Silent reading also helps develop the skills of reading for a purpose, as the focus is on understanding the content without the additional burden of having to pay attention to pronunciation.

Research has shown that people read in sense groups, which means, roughly, that we read a number of words together so that they make sense to us. For example, this is how I read the first sentence of this paragraph:

Reading silently/improves students' understanding/because it helps them/ concentrate on/what they are reading/rather than the pronunciation of individual words.

Within these groups of words, our eyes stop at the content words, such as the following: *reading, silently, improves, students' because, helps, concentrate, etc.* However, we skip over grammatical words such as articles and other determiners like *it, them, on, the, of, etc.*)

There are strategies that students can use to become more efficient readers. Including reading in sense groups, practicing reading a variety of materials, building vocabulary, and participating in timed reading activities and learning how they can flex their reading rate.

Students need to learn that the purpose for reading a particular text influences how they need to read. Different materials require different levels of comprehension and recall.

For example, students need not recall everything when leisurely reading an article online or reading a short story. However, they do need a high level of comprehension and recall when reading a contract for employment that they plan to sign or a text for a technical training course.

To develop reading flexibility, your students should read different types of texts, and then reflect on whether they read different books with the same speed or effort.

Open Resources for English Language Teaching (ORELT): Module 3 – Success in Reading

<http://orelt.col.org/module/unit/2-reading-silently-understanding-and-speed>

Reading Rate – What the Research Tells Us!

Table 8.1. Average rates for reading with understanding for students in Grades 2-12

Grade equivalent	Standard words per minute
2.5	121
3.5	135
4.5	149
5.5	163
6.5	177
7.5	191
8.5	205
9.5	219
10.5	233
11.5	247
12.5	261

Source: Carver (1990). A standard word is six letter spaces including punctuation and spacing.

Flex Your Reading Rate

Type of Materials	Purpose for Reading	Desired Level of Comprehension	Appropriate Rate of Reading
Poetry, legal document, argumentative writing	Analyze, criticize, evaluate	100%	Under 200 wpm
Textbooks, research documents	High comprehension recall for exams, writing research reports, following directions	80%	200-300 wpm
Novels, paperbacks, newspapers, magazines	Entertainment, enjoyment, general information	60-80%	300-500 wpm
Reference materials, catalogs, magazines, non-fiction	Overview of material, locating specific facts, reviewing of previously read material	Below 60%	>500 wpm

Open Sources for English Language Teaching Portal

<http://orelt.col.org/module/unit/2-reading-silently-understanding-and-speed>

What a Difference the Text Makes

Text 1: Equality in education

In Kenya, the general education policies are based on the belief that all people should have equal chances. This means none should be denied education on the basis of their race, age, gender or religion. Education should lead to social equality and responsibility. Free primary education has led to a general increase in enrolment in primary school. Many children who had been left out because of economic reasons now have a chance to go to school. This has led to a significant increase in enrolment, especially amongst girls. If this policy is extended to secondary school, there will probably be an increase in the enrolment of girls in secondary school as well. If more girls have the opportunity to complete a secondary education, they will have more opportunity to enroll in colleges and seek better employment.

Although primary school enrolment of girls roughly equals that of boys in some places, about two-thirds of the world's illiterate adults are women. Of the more than 100 million children who drop out of school before completing standard four, two-thirds are girls.

To deal with the high dropout rate amongst girls, the Government of Kenya has come up with awareness programs to improve the lives of girls, so that they can be motivated to attend school. Education is important in enabling women to improve their standards of living. Although women provide important labor, especially in the agricultural sector, they receive very little for their effort. Education will enable women to have access to better paying employment.

Text 2: The stepmother

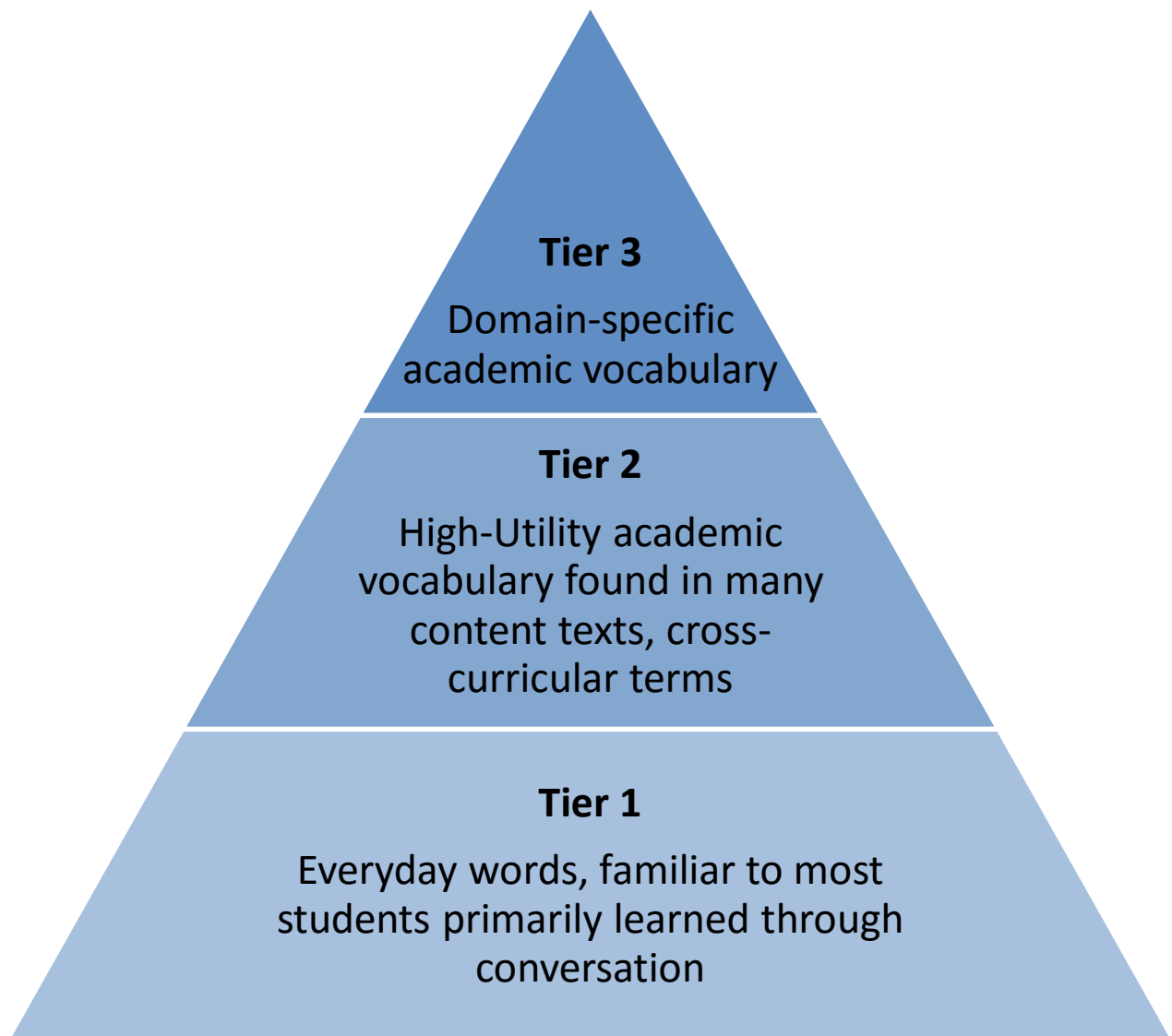
A long, long, time ago, in the distant village of Kithare, there lived a man and his wife. The man worked on his farm every day. One day, the wife gave birth to a beautiful baby girl. She named her Lora. The mother fed the child on bananas, potatoes, rice, bread, maize, beans and vegetables. Each day the baby grew older and more beautiful. "Oh! My daughter will attract many suitors when she is of age," she whispered to herself.

One day, the mother got sick. No medicine man could cure her and she died. The husband was left alone with his daughter. So he married another wife.

The second wife gave birth to a baby girl. She named her Rosina. The two girls grew up together. They were soon inseparable. They fetched water from the river together, they weeded the farm together, they gathered firewood together, they cooked together and even slept on the same bed. Lora grew more beautiful each day but Rosina was not beautiful. Lora's beauty was the talk of the village. Soon, suitors began visiting the homestead to ask for Lora's hand in marriage.

Rosina's mother did not get jealous. She knew that even if her daughter was not beautiful, God would give her a suitor. Rosina's mother was out to prove to the world that a stepmother can love a stepdaughter with genuine love. She prayed every day for God to give her daughter a husband. One day, a rich young man from a neighboring village visited the village, and saw Rosina helping an old farmer pick up his load. The young man was very impressed by Rosina's kindness, and soon asked for Rosina's hand in marriage. By this time, another worthy man from their own village had permission to marry Lora. Thus, in the end, both girls married good suitors. Rosina's mother proved correct the saying that "what is ugly in one's eyes is beautiful in another's eyes."

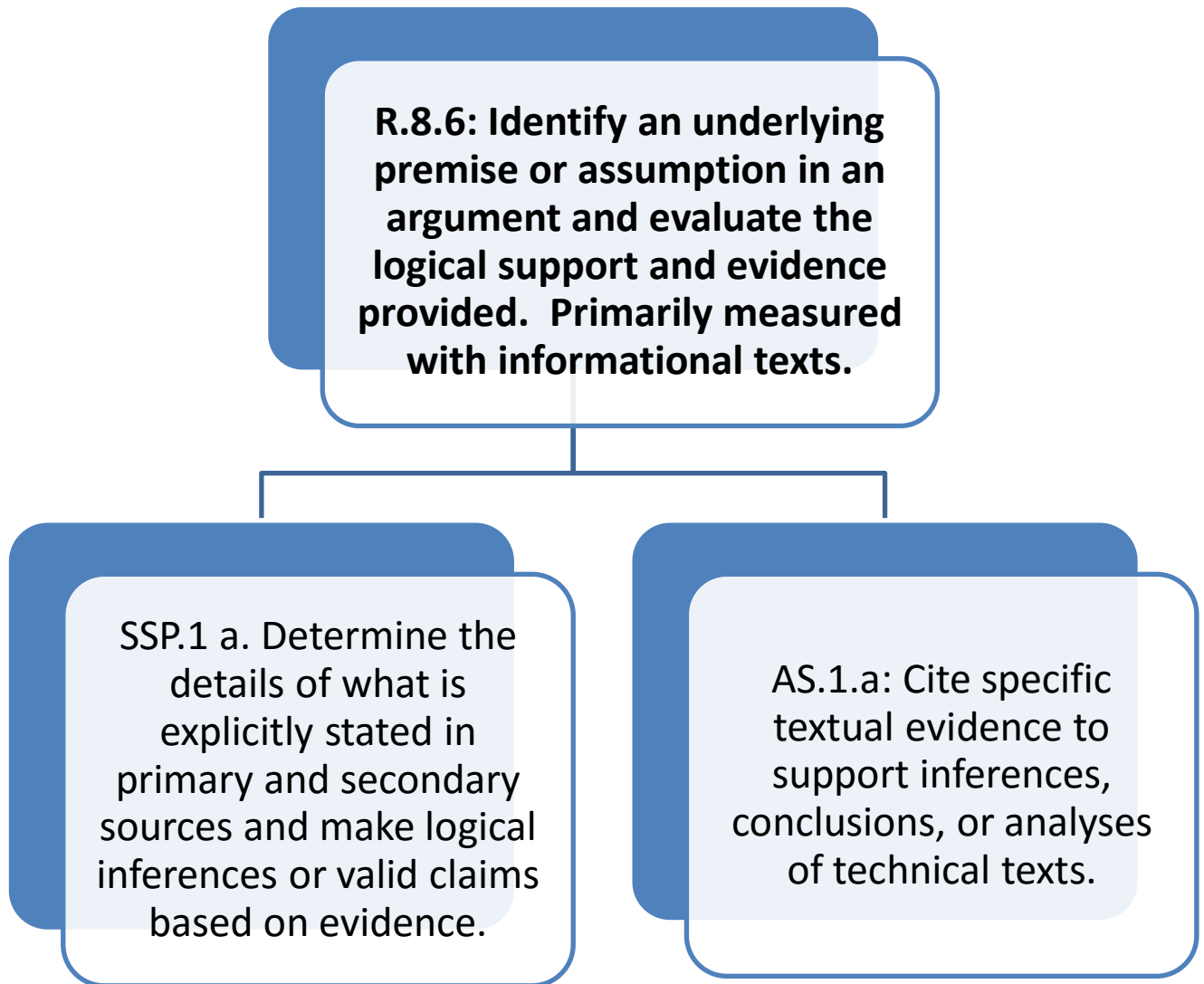
Tiered Vocabulary



Implementing TIPP? – A Pre-reading Strategy

Elements	Notes
T – Title What do the title, subheadings, and layout tell me about this text?	
I – Introduction What is included in the introduction?	
P – Paragraphs What information is included in the first sentence of each paragraph?	
P – Photographs What do the photographs, maps, charts, tables, illustrations tell me?	
?? – Questions What questions do I have about this text?	

Explore the Relationships



Asking Questions of Photographs

Prompts	Answers
What do I see? (What do you observe? What else?)	
What does it remind me of? (Another image? A personal experience?)	
What is the artist's purpose? (To Analyze? Persuade? Express? Document? Entertain?)	
So what? (Why does it matter? What is the significance?)	

Broken Promises

Lorraine M. Gregoire

"Sheesh! Give me a few points for self control!" I snapped at my cranky husband. I wanted to stop at a sporting goods store "Going Out of Business" sale we passed in the mall. "There's nothing we need", his usual grumpy male comment. "It's all overpriced junk. If they had anything good they wouldn't be going out of business."

"But, it's sporting goods", I wheedled. "Could be some good deals for the grandkids. And, you like boats and fishing stuff. I've put up with that photo of your "dream-canoe" stuck on the bathroom mirror for years now. Maybe you'd enjoy just looking around?"

"Are you crazy" his eyes got funny and he said something like. "The boat I want is the Supremo Numero-Uno blah-blah. Soon as I finish saving up 6,000 bucks for that baby I'm going to order right from the manufacturer. Custom. In silver. Yesiree. This loser store wouldn't carry something like THAT. And I'm sure not going near those sucker crowds."

"You're so darn negative and boring!" I retorted. "I happen to like crowds. They make me feel like I'm part of something. I promise I won't buy anything but I'm going to look around for fun anyways. You go for coffee and I'll meet you back here in half an hour."

"Don't make promises you can't keep, old girl." He chuckled in that self-satisfied "I'll believe it when I see it" way that always gets me riled. "I know you're going to come out of there with useless junk. You always do." His words made me mad. How dare he accuse me of being frivolous! I prided myself on being a wise shopper. I had a darn good nose for bargains and stretched our old age pensions like nobody's business. Now I had a mad on, that's for sure. "Boy, I'll show him." I promised myself I would not buy a darn thing, no matter what. Ha! I wouldn't give Mr. Know-It-All smarty-pants reason to gloat.

I squared my chin and marched into the crowded store. Aisles and aisles of hockey equipment, basketballs, golf clubs, exercise equipment, fishing gear, boy toys galore were strung with huge blaring signs. CLOSING OUT SALE - Up to 80% OFF. NO REFUNDS.

Up and down the aisles I strolled, ducked and dodged, humming to myself and enjoying the frenetic energy and excitement of a sale.

All of a sudden, there, at the back of the store, in gleaming silver, full of lifejackets, paddles and fishing stuff, sat the exact canoe of my husband's picture. I gasped and blinked three times. Yup. It was still there. The Supremo Numero-Uno blah, blah. My heart beat wildly. I elbowed my way through the crowds, scrambled over junk in the aisles and darned near fell into the canoe looking for the price tag.

There it was - a little tattered, with the manufacturer's suggested retail price at \$6,750 plus tax crossed out and a handwritten TO CLEAR \$750 AS IS. NO RETURNS. Must be a mistake. \$6000 off? Salesman. I had to talk to a salesman.

I spotted a young fellow with a "Hi. I'm Mathew" tag trying to hide out from the mob of bargain hunters. I clutched his sleeve. "Mathew. Tell me about this El Supremo canoe. What's wrong with it? Why is it only \$750?" "Oh. There's nothing wrong with it. It's brand new. We're closing the store is all. It's on clearance like everything else. I think that includes lifejackets, paddles and a bunch of fishing gear, too. I'll go check."

A few minutes later he came back and said, "I'm sorry ma'am. Someone made a mistake on the sale tag. It's supposed to be \$4,750 for the whole package. I just talked to my Dad who is running the close-out. He said it was worth more than \$8,000 regular price so it's still a real good deal."

I felt tears well up in my eyes. "Oh well", I said sadly. "Of course, it was too good to be true. This is exactly like my husband's dreamboat. I guess I started to dream myself when I saw that price tag. He's going to be 62 years old Friday. Had to retire early for his health. It's been hard on just the pension but the stubborn old fool has been saving \$10 every week for years to buy one just like this. Just an old man's silly dream, you know. Always said he wanted to spend his retirement out fishing in a canoe," my voice trailed off and I turned and walked away.

I was already at the mall door when Mathew caught up with me. "Do you have \$750 plus \$25 for delivery and a bit more for tax, ma'am?" I gasped. "Yes. Yes. That's about all I have," I said as I thought fleetingly about the cataract surgery I was saving up for.

"Well then, you just have your husband sitting on the front porch on Friday morning around 10 o'clock so's he can be there when my Dad and I come to unload his new boat. We'll even put a bow on it for his birthday."

I started to cry. My old hand shook and I had to squint as I wrote out my check. Mathew swallowed hard.

"Ma'am. There's something you should know. This store was my Grampa's. He ran it for more than 30 years. He always promised to retire one day. Said he wanted to spend time relaxing and out fishing in a canoe. He ordered this one, custom, for himself last year but, well, just never took the time off to use it."

He swallowed even harder. "My Grampa died, sudden-like, just last week. He was only 68 years old. I think he'd be mighty happy that your husband will get this here canoe. My Dad thinks so too. You just have to make sure he uses it a lot, okay? Promise?"

I handed Mathew a Kleenex and we stood there together, quietly lost in our own thoughts for a moment, blowing our noses.

"I promise," I said as I dashed off to look for my dear sweet husband.

StoryBytes. Retrieved from the World Wide Web at:

<http://www.storybytes.com/view-stories/2000/broken-promises.html>

Character Inferences

From the story, how would you describe the wife's feelings for her husband? Why?

Facts About the Character	What the Character Says
Character's Actions	Character's Thoughts and Feelings

Character's Name

It Says – I Say – And So

Question	It Says	I Say	And So
Read the question.	Find information from the text to help answer each question – paraphrase or quote answers from text.	Consider what you know about the information.	Put together the information from the text with what you know, then answer the question.

Ten Questions Close Readers Ask

Questions	My Answers
What is the text about?	
Who is the audience of the text?	
Who is speaking in the text?	
What happens in the text?	
What words do I notice?	
What is the mood or feeling of the text?	
How does this part relate to what happens before and after?	
What is not being said?	
What did the author mean by _____?	
Why did the author write the text?	

Five Steps to Close Reading

Step 1 – Find the Right Text

Step 2 – Do Your Pre-Work

Step 3 – Teach Students to Read with a Pencil

Step 4 – Discuss Students' Responses to TDQs

Step 5 – Have Students Write About What They Read

Finding the Right Text – Sample Text 1

Bronowski, Jacob, and Millicent Selsam. *Biography of an Atom*. New York: Harper, 1965. (1965)

The birth began in a young star. A young star is a mass of hydrogen nuclei. Because the star is hot (about thirteen million degrees at the center), the nuclei cannot hold on to their electrons. The electrons wander around. The nuclei of hydrogen—that is, the protons—is moving about very fast too. From time to time one proton runs headlong into another. When this happens, one of the protons loses its electric charge and changes into a neutron. The pair then cling together as a single nucleus of heavy hydrogen. This nucleus will in time capture another proton. Now there is a nucleus with two protons and one neutron, called light helium. When two of these nuclei smash into each other, two protons are expelled in the process. This creates a nucleus of helium with two protons and two neutrons.

This is the fundamental process of fusion by which the primitive hydrogen of the universe is built up into a new basic material, helium. In this process, energy is given off in the form of heat and light that make the stars shine. It is the first stage in the birth of the heavier atoms.

http://www.corestandards.org/assets/Appendix_B.pdf

Finding the Right Text – Sample Text 2

Murphy, Jim. *The Great Fire*. New York: Scholastic, 1995 (1995)
From Chapter 1: “A City Ready to Burn.”

Chicago in 1871 was a city ready to burn. The city boasted having 59,500 buildings, many of them – such as the Court House and the Tribune Building – large and ornately decorated. The trouble was that about two-thirds of all these structures were made entirely of wood. Many of the remaining buildings (even the ones proclaimed to be “fireproof”) looked solid, but were actually jerrybuilt affairs, the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs. It was also a common practice to disguise wood as another kind of building material.

The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble. Most churches had steeples that appeared to be solid from the street, but a closer inspection would reveal a wooden framework covered with cleverly painted copper or tin.

The situation was worse in the middle-class and poorer districts. Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses – all made of fast-burning wood, naturally. Because both Patrick and Catherine O’Leary worked, they were able to put a large addition on their cottage despite a lot size of just 25 by 100 feet. Interspersed in these residential areas were a variety of businesses - paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors.

Wealthier districts were by no means free of fire hazards. Stately stone and brick homes had wood interiors, and stood side by side with smaller wood-frame houses. Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards.

http://www.corestandards.org/assets/Appendix_B.pdf

Franklin D. Roosevelt: First Inaugural Address, March 4, 1933

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself – nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment. Yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for. Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but generous use of it languishes in the very sight of the supply. Primarily this is because rulers of the exchange of mankind's goods have failed through their own stubbornness and their own incompetence, have admitted their failure, and have abdicated. Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of men.

The excerpt from Franklin D. Roosevelt's First Inaugural Address is available in an online collection of public government works through the American Presidency Project. Source: <http://www.presidency.ucsb.edu/ws/?pid=14473>

Putting the Process to Work

Working in your groups put the close reading process to work

Use FDR's First Inaugural Address from 1933 to:

1. Determine what different concepts you could address by using this text.
2. Identify the most important ideas you want students to learn.
3. Identify key words that students would need to know when reading this text.
4. Decide how you would chunk the text, if necessary.
5. Develop two text dependent questions that students would be able to answer only by reading the text.

The Way Station

Each evening, the stage announces its approach to a way station by the driver blowing a bugle. The way station offers sparse comfort.

"The station buildings were long, low huts, made of sun-dried, mud-colored bricks, laid up without mortar (adobes the Spaniards call these bricks, and Americans shorten it to 'dobies.') The roofs, which had no slant to them worth speaking of, were thatched and then sodded or covered with a thick layer of earth, and from this sprang a pretty rank growth of weeds and grass. It was the first time we had ever seen a man's front yard on top of his house.

The buildings consisted of barns, stable-room for twelve or fifteen horses, and a hut for an eating room for passengers. This latter had bunks in it for the station-keeper and a hostler or two. You could rest your elbow on its eaves, and you had to bend in order to get in at the door. In place of a window there was a square hole about large enough for a man to crawl through, but this had no glass in it. There was no flooring, but the ground was packed hard. There was no stove, but fire-place served all needful purposes. There were no shelves, no cupboards, no closets. In a corner stood an open sack of flour, and nestling against its base were a couple of black and venerable tin coffee-pots, a tin teapot, a little bag of salt, and a side of bacon.

By the door of the station keeper's den, outside, was a tin wash-basin, on the ground. Near it was a pail of water and a piece of yellow soap, and from the eaves hung a hoary blue woolen shirt, significantly - but this latter was the station-keeper's private towel, and only two persons in all the party might venture to use it - the stage-driver and the conductor. "

Mark Twain, *Roughing It*
1872

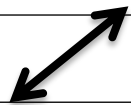
Reading Like a Historian (Stanford History Education Group) <http://sheg.stanford.edu/rh>

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing (Before reading document)	<ul style="list-style-type: none"> Who authored the document? What is the author's point of view? Why was it written? When was it written? Where was it written? Is this source believable? Why? Why not? 	<ul style="list-style-type: none"> Identify author's position Identify and evaluate author's purpose in producing document Predict what author will say BEFORE reading document Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose 	<p>This author probably believes...</p> <p>I think the audience is...</p> <p>Based on the sourcing information, I predict this author will...</p> <p>I do/don't trust this document because...</p>
Contextualization	<ul style="list-style-type: none"> What else was going on at the time this was written? What was it like to be alive at this time? What things were different back then? What things were the same? 	<ul style="list-style-type: none"> Use context/background information to draw more meaning from document Infer historical context from document(s) Recognize that document reflects one moment in changing past Understand that words must be understood in a larger context 	<p>I already know that ____ is happening at this time...</p> <p>From this document I would guess that people at this time were feeling...</p> <p>This document might not give me the whole picture because ...</p>
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use to support those claims? What words or phrases does the author use to convince me that he/she is right? What information does the author leave out? How does this document make me feel? 	<ul style="list-style-type: none"> Identify author's claims about event Evaluate evidence/reasoning author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<p>I think the author chose these words because they make me feel...</p> <p>The author is trying to convince me... (by using/saying...)</p>
Corroboration	<ul style="list-style-type: none"> What do other pieces of evidence say? Am I finding different versions of the story? Why or why not? What pieces of evidence are most believable? 	<ul style="list-style-type: none"> Establish what is true by comparing documents to each other Recognize disparities between two accounts 	<p>This author agrees/ disagrees with...</p> <p>This document was written earlier/later than the other, so...</p>

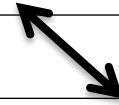
Read Like a Historian

Document Name _____

Examine: What do you see? What topic does it address? What details do you notice in this source? What is interesting? Is there something that you don't understand?



Question: What other information do you need to understand this source? What questions do you have for further research?



Think: What are some guesses you can make about this document? Who do you think made it? When? Why did they make it? Is it neutral or biased?



Draw conclusions: Base on your background knowledge and the details in this document, what conclusions can you draw about the historical period and the meaning of the document?

Corroborating Text

Excerpt from Stage Coach Service in the 1860s by Jay W. Sharp
<http://www.desertusa.com/desert-activity/stagecoach-service.html>

Butterfield's passengers, not six but usually nine, plus conductor and driver, crossed the Southwestern deserts, in a bone-jarring Celerity (a synonym for "quickness") coach, drawn by two pairs of raw-boned mules. They traveled through the Chihuahuan Desert of western Texas and southern New Mexico, the Sonoran Desert of southern Arizona, and the Colorado Desert of southern California.

The passengers rode three abreast, squeezed into back and middle rows, both facing forward, and into a forward row, facing rearward. The facing passengers in the forward and middle rows had to ride with their knees dovetailed. All the passengers rode with baggage on their laps and mail pouches beneath their feet. They travelled relentlessly, day and night, with no more than brief moments at way stations for often poor food and no rest. They suffered, not from brief dust and snow storms, but from continual heat and choking dust in the summer and intense cold and occasional snow in the winter.



The "lay of sand" through which passengers had to get out of their coach and walk.

Butterfield's route extended some two thousand eight hundred miles (the longest stage line in the world) with the middle of the trail, or someone thousand one hundred miles, crossing the Chihuahuan, Sonoran and Colorado deserts.

A through passenger paid two hundred dollars (equivalent to about three thousand dollars today) for a ticket. He expected to arrive at his destination after some twenty-five days of ceaseless travel. A modern passenger, by contrast, can buy an airline ticket for transportation from St. Louis to San Francisco for three hundred dollars, and can expect to make the journey in

as little as four hours or so.

William Tallack, an English cleric who traveled from San Francisco to St. Louis on the Butterfield line in the summer of 1860, said that a passenger awaiting departure worried about "how far he might be able to endure a continuous ride...with no other intermission than a stoppage of about forty minutes twice a day, and a walk, from time to time, over the more difficult ground...with only such repose at night as could be obtained whilst in a sitting posture and closely wedged in by fellow-travelers and tightly-filled mail-bags."



TOP: A doctor listens to a child's chest. Photo by Mario Villafuerte. BOTTOM: Graphics by Matt Sandbulte, Iowa State University; World Organization for Animal Health.

Issue Overview: Game-changing flu vaccines

Jason Gale and Lydia Mulvany, Bloomberg

For influenza viruses, imperfection is strength. They constantly mutate, producing new strains that challenge immune systems primed to fight earlier varieties. That's what makes flu a lifelong threat to humans and the animal species, birds mainly, that are vulnerable to it. People often think of the flu as a bad cold. But it can lead to complications such as pneumonia and worsen underlying conditions like asthma. Influenza kills as many as 500,000 people in a normal year. A virulent swine flu or the increasingly common avian variety can devastate farms, raising egg and meat prices. Such an outbreak also increases the odds of a flu virus emerging that people can easily catch and to which they have little or no immunity. In that case, a pandemic can occur, putting millions of lives at risk.

DEFINITIONS

immune system

The body's defense against infections, viruses, and other invaders

pandemic

When a disease spreads very quickly across a very wide area and affects a large number of people

vaccine

A substance that is injected into a person or animal to activate the immune system to protect against a certain disease

The Situation

Bird flu originating in China in late 2014 has spread to dozens of countries. It resulted in 2015 in the worst animal disease outbreak in U.S. history, killing 48 million birds, diminishing poultry-product exports and costing the federal government almost \$1 billion, mostly to dispose of infected birds and compensate farmers. In 2016, serious outbreaks have occurred in Nigeria and France, where cases at duck farms have led to halts in foie gras production. The flu strains responsible for the U.S. outbreak are not known to have

sickened humans.

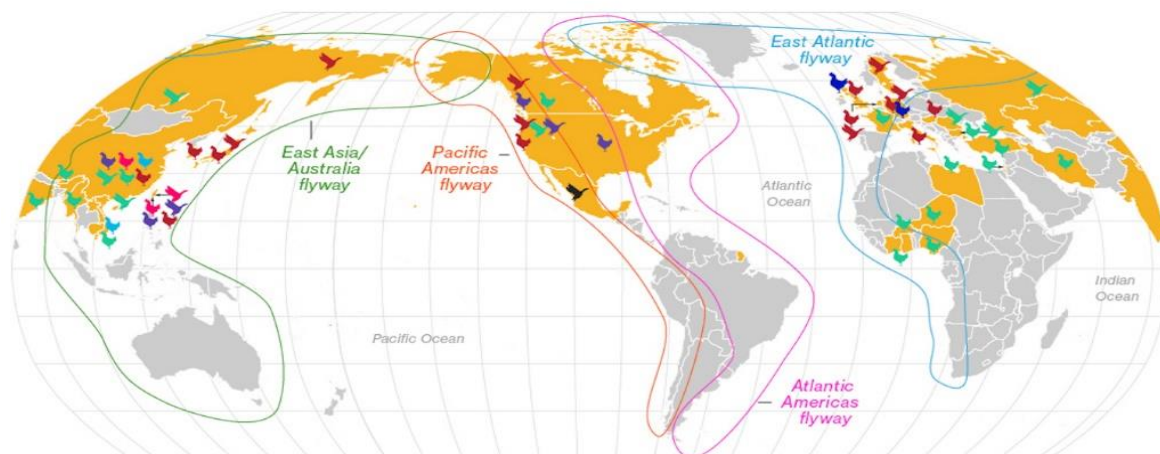
However, a strain called H5N1 has resulted since 2003 in 854 reported cases in humans and 450 deaths.

How Bird Flu Spread

Asia saw outbreaks of avian flu in early 2014 and again in September that year.
From there, migratory birds likely carried it across oceans to other continents.

Country reporting avian flu infections (Sept. 2014 - Nov. 2015)

Strains:	H5N1 in:	H5N2 in:	H5N3 in:	H5N6 in:	H5N8 in:	H7N3 in:	H7N7 in:
	Wild birds	Wild birds	Wild birds	Poultry	Wild birds	Wild birds	Poultry
	Poultry	Poultry	Poultry		Poultry		



The Background

Horses, ferrets, dogs and even sea otters are susceptible to flu, but birds and pigs are the main worry for humans. The possibility of a pandemic arises when flu is passed from a wild bird -- migratory waterfowl and seabirds are the main sources -- to a human, usually via a domesticated bird or pig.

Sometimes the domesticated animal is also infected by a human flu strain, producing a mutant mix like the swine flu that killed an estimated 284,000 people in 2009. People have no immunity to new strains and existing vaccines don't protect against them, so they spread easily. Flu pandemics have occurred four times in the last 100 years. In 1918, the most devastating of them killed as many as 50 million people. Among humans, flu is transmitted mainly via tiny droplets that the ill emit when they cough, sneeze or talk, although airborne transmission is thought to be possible.

The Argument

Public-health experts advocate vaccination as the best protection against the flu. However, its efficacy varies widely depending on the closeness of the match between that season's viruses and the vaccine, which is usually reformulated each year. Another factor is the age and health of the person immunized. Studies in the U.S. suggest average vaccine effectiveness each season has varied from 10 percent to 60 percent over the past decade. Of the two types of vaccines

available in the U.S., there is little evidence that one protects the elderly and a lack of evidence that the other protects people ages 8 to 59, according to a review of such studies by researchers at the Center for Infectious Disease Research and Policy.

The researchers recommended greater government support for development of a so-called universal flu vaccine, which would protect against all strains. Scientists have created experimental animal vaccines that could lay the groundwork for such an innovation. Meanwhile, highly virulent bird flu, which was relatively rare until 1997, causes about 100 times more bird deaths than it did in the 1950s. That raises questions about a link to modern farming methods. Global meat production more than doubled between 1980 and 2014, making animal protein available to more of the world's poor. The density of animals in modern livestock facilities, however, leaves them vulnerable to mass casualties in the event of disease outbreaks.

Article from Newsela at: <http://www.newsela.com>

Analyzing Text Like a Scientist

<div>1</div> Passage from the text	
Your analysis or conclusion	
Evidence and details that support or disprove your conclusion	

Making Inferences

Reading Between the Lines

Question:

What I know from the *source material*

What I know from my brain

My Inference

(be sure to use at least one “because”)

Resources for the Classroom

Overview of Close Reading

Why use close reading?

- improves student comprehension,
- enables students to internalize information,
- enables students to bring the information into their own learning schema and use the information in other endeavors (text based discussions, writing)

How is close reading similar and different from other reading strategies?

- Increases focus on the text (versus text-to-self connections)
- Increases focus on the style and organizational subtleties of the text
- Provides exemplars modeling writing in the content area
- Other reading strategies (i.e. predicting, clarifying, questioning, and summarizing) still apply, but consider those strategies as pathways to comprehension.
- Using close reading strategies teaches students how to perform higher order thinking skills. Some students have an intuitive understanding of how to break down different parts of a text, other students need this process modeled and scaffolded before they are ready to do this on their own.

Instructional Strategies to consider with Close Reading:

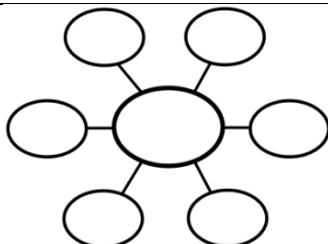
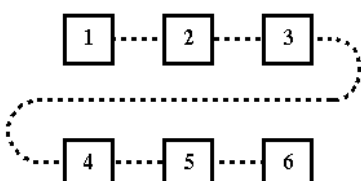
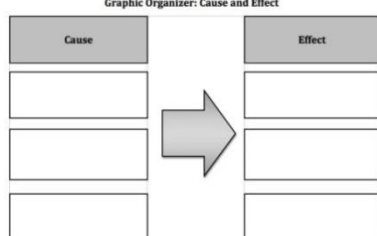
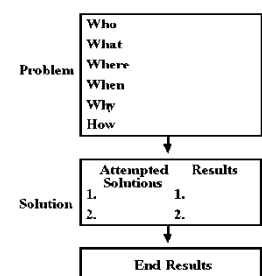
- Chunking: breaking down the text into chunks. This allows time to pause while reading and talk through key ideas
- Think Alouds: modeling the cognitive thinking skills
- Marginal notes and *selective highlighting*: annotations
- Rereading: re-examining the text to deepen understanding and textual insights. Depending upon the length of the work, the teacher can help students to prioritize what is important to reread.

Some considerations for choosing texts for your classroom:

Reading teachers characterize readers at three different levels:

- **Independent** – The level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.
- **Instructional** – The level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read). Instructional reading level engages the student in challenging, but manageable text.
- **Frustration** – The level at which a reader reads at less than 90% accuracy (i.e., more than one error per 10 words read). Frustration level text is difficult text for the reader.

Nonfiction Text Structures

Text Structure	Definition	Signal Words	Graphic												
Description	Provides main ideas and supports them with descriptive details	for example, in describing, properties of, for instance, characteristics include, specifically, in addition, in particular													
Sequence and Order	Gives information in a specific order	before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end	Bridging Snapshots 												
Compare and Contrast	Presents ideas and examines how they are alike/different	similar, alike, same, just like, both, different, unlike, in contrast, on the other hand, whereas, although	Compare/Contrast Matrix <table><thead><tr><th></th><th>Name 1</th><th>Name 2</th></tr></thead><tbody><tr><td>Attribute 1</td><td></td><td></td></tr><tr><td>Attribute 1</td><td></td><td></td></tr><tr><td>Attribute 1</td><td></td><td></td></tr></tbody></table>		Name 1	Name 2	Attribute 1			Attribute 1			Attribute 1		
	Name 1	Name 2													
Attribute 1															
Attribute 1															
Attribute 1															
Cause and Effect	Provides reasons for why or how something happens.	because, so, so that, if... then, consequently, thus, since, for, for this reason, as a result of, therefore, due to, this is how, leads to, nevertheless, and accordingly.	Graphic Organizer: Cause and Effect 												
Problem and Solution	Identifies a problem and offers solutions	problem, dilemma, solution, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then	Problem/Solution Outline 												

Teaching Text Structure

Introduce the idea that expository texts have a text structure.

- Explain to students that expository texts—such as science or social studies—have different organizational patterns. These organizational patterns are called text structures.

Introduce the following common text structures—description or list, compare/contrast, cause and effect, and order/sequence.

- Explain that text structures can often be identified by certain **signal words**.

Show examples of texts that correspond to each text structure.

- Have student find **signal words** within the paragraphs.

Examine topic sentences that clue the reader to a specific structure.

- Look for the signal words that are associated with each text structure.

Text structures help you when you read and when you write.

- Show examples of paragraphs/texts that have signal words and how you can structure your own writing using signal words to help the reader understand your thoughts.
- Model the writing that uses a specific text structure.

Have students try writing paragraphs on their own that follow a specific text structure.

- Writing paragraphs that follow certain text structures will help students recognize these text structures when they are reading.
- For students who are proficient with paragraph organization, do steps 3 –6 with longer chunks of text or entire chapters and articles.

Five Simple Strategies on How to Read Complex Texts

1. Number the paragraphs

The Common Core asks students to be able to cite and refer to the text. One simple way to do this is by numbering each paragraph, section, or stanza in the left hand margin. When students refer to the text, require them to state which paragraph they are referring to. The rest of the class will be able to quickly find the line being referenced.

2. Chunk the text.

When faced with a full page of text, reading it can quickly become overwhelming for students. Breaking up the text into smaller sections (or chunks) makes the page much more manageable for students. Students do this by drawing a horizontal line between paragraphs to divide the page into smaller sections.

At the beginning of the year, group the paragraphs into chunks before handing out the assignment. Look at the paragraphs to see where natural chunks occur. Paragraphs 1-3 may be the hook and thesis statement, while 6-8 may be the paragraphs where the author addresses the opposition. It is important to understand that there is no right or wrong way to chunk the text, as long as you can justify why you grouped certain paragraphs together.

By the end of the year, let go of that responsibility and ask students to chunk the text on their own. They number the paragraphs then must make decisions about what paragraphs will be grouped together. Usually, most of the class is very similar in the way they chunked the text.

3. Underline and circle... with a purpose.

Telling students to simply underline “the important stuff” is too vague. “Stuff” is not a concrete thing that students can identify. Instead, direct students to underline and circle very specific things. Think about what information you want students to take from the text, and ask them to look for those elements. What you have students circle and underline may change depending on the text type.

For example, when studying an argument, ask students to underline “claims” - belief statements that the author is making. Students will quickly discover that the author makes multiple claims throughout the argument.

When studying poetry, students could underline the imagery they find throughout the poem. Circling specific items is also an effective close reading strategy. Have students circle “Key terms” in the text. Define key terms as words that:

1. Are defined.
2. Are repeated throughout the text.
3. If you only circled five key terms in the entire text, you would have a pretty good idea about what the entire text is about.

Have students circle the names of sources, power verbs, or figurative language. Providing students with a specific thing you want them to underline or circle will focus their attention on that area much better than “underlining important information”.

4. Left margin: What is the author SAYING?

It isn't enough to ask students to "write in the margins". Be very specific and give students a game plan for what they will write. This is where the chunking comes into play.

Ask students to summarize each chunk. Demonstrate how to write summaries in 10-words or less. The chunking allows the students to look at the text in smaller segments, and summarize what the author is saying in just that small, specific chunk.


5. Right margin: Dig deeper into the text

In the right-hand margin, direct students to complete a specific task for each chunk. This may require that students:

- Use a power verb to describe what the author is DOING. (For example: Describing, illustrating, arguing, etc.) Note: It isn't enough for students to write "Comparing" and be done. What is the author comparing? A better answer might be: "Comparing the character of Montag to Captain Beatty".
- Represent the information with a picture. This is a good way for students to be creative to visually represent the chunk with a drawing.
- Ask questions. When modeled, students can begin to learn how to ask questions that dig deeper into the text. Use these questions as the conversation driver.
- There are many other things students can write in the margins. Model and teach these strategies so that students will have an idea of what to write when they are on their own.

Adapted from *Five close reading strategies to support the Common Core*. Allam, C (2012, June 11). <http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html>

Sample Annotation Guide

<i>Symbol</i>	<i>Meaning</i>
1, 2, 3 . . .	<i>Number of the paragraph</i>
_____	<i>Major points or key ideas</i>
	<i>Key words or terms</i>
?	<i>Something that is confusing</i>
!	<i>Something you found surprising</i>
<i>E</i>	<i>Example supporting major points</i>

Three Reads

Reads	Sample Questions
<p>1st Read – Get the GIST Determining the general meaning of the text.</p>	<p>What is the text mainly about? What questions are you asking yourself? What do you notice right away? Circle words that are unfamiliar.</p>
<p>2nd Read- Dig a Little Deeper Determining the way the author used language and structure to create meaning.</p>	<p>What text structures and text features were used? What is the author's purpose? How does the author feel about the subject? Why did the author use particular words and phrases?</p>
<p>3rd Read – Put It All Together Determining the thematic meaning and connect other texts like it.</p>	<p>What inferences can you make? How does the author support key points? How does it relate to other texts you've read?</p>

Sample Reading Strategies

Strategy	Sentence Starters for Response
Making Connections <ul style="list-style-type: none"> • text to text • text to self • text to world <p>Strategic readers connect what they know with what they are reading.</p> <p>Always explain WHY you made the connection (because...).</p>	<p>This reminds me of . . .</p> <ul style="list-style-type: none"> • I connected to this when . . . • _____ made me remember a time when . . . • This relates to my life because . . . • _____ makes me think about . . . • This illustration makes me think about . . . • This makes me think about... • This part makes me remember . . . • I really had a strong connection to this part because . . . • This is like . . . • This is familiar to me because . . . • This is similar to . . .
Predicting <p>Strategic readers think about what's going to happen and make predictions based on what they know and what they have read.</p> <p>Always explain WHY you predicted something (because...).</p>	<ul style="list-style-type: none"> • I think this will be about _____ because . . . • I think _____ is going to happen next because... • I predict that . . . because... • _____ make me think that _____ will happen. • I'm guessing this will be about _____ because... • Since _____ happened, I think _____ will happen. • My predictions were right/wrong because . . .
Inferring <p>Strategic readers “read between the lines” and make an educated guess based on what their prior knowledge and evidence in the story.</p> <p>Always explain WHY you inferred something (because...).</p>	<ul style="list-style-type: none"> • From the text clues, I can conclude that . . . • Based on what the text says and what I know, I think . . . • This information makes me think . . . • This evidence suggests . . . • That is probably why . . . • Although the writer does not come right out and say it, I can figure out that . . .
Asking Questions <p>Strategic readers ask themselves questions before, during, and after reading to better understand the author and the meaning of the text.</p> <p>Always try to infer a possible answer to a question (maybe...).</p>	<ul style="list-style-type: none"> • I wonder . . . • I would like to ask the author . . . • Who? What? When? Where? Why? How? • This makes me wonder about. .

<p>Visualizing Strategic readers picture what is happening as they read. Always explain what visualizing help you understand/infer about the story/characters.</p>	<ul style="list-style-type: none"> • I could really picture . . . • The description of ____ helped me visualize . . . • I created a mental image of . . . • In my mind I could really see . . . • When it said ____, I could imagine . . . • If this were a movie . . .
<p>Monitoring and Clarifying Strategic readers stop to think about their reading and know what to do when they don't understand.</p>	<ul style="list-style-type: none"> • I had to slow down when . . . • I wonder what ____ means. • I need to know more about . . . • This last part is about . . . • I was confused by . . . • I still don't understand . . . • I had difficulty with . . . • I ____ (name strategy) to help me understand this part. • I can't really understand . . . • I wonder what the author means by • I got lost here because . . . • I need to reread the part where . . .
<p>Evaluating text (commenting) Strategic readers stop to think about their reading and make judgments about the plot, setting, themes, characters, etc.</p>	<ul style="list-style-type: none"> • This is good because... • I like the part where... because... • I dislike the part where... because... • My favorite part so far is... because... • I think that... because... • I think this setting is important because... • This part is very realistic/unrealistic because... • I think the relationship between____ and____ is interesting because... • I like/dislike (name the character) because... • The character I most admire is____ because...
<p>Summarizing and Synthesizing Strategic readers identify the most important ideas and restate them in their own words.</p>	<ul style="list-style-type: none"> • The text is mainly about ____. • The author's most important ideas were ____. • The details I need to include are . . . • Some important concepts are . . . • The most important evidence was . . . • The basic gist . . . • The key information is . . . • In a nutshell this says that . . . •

<p>Determining What's Important Strategic readers think about the text's big idea or message and why it's important.</p>	<ul style="list-style-type: none"> • At first I thought ____, but then I thought ____. • My latest thought about this is ____. • I'm getting a different picture here because ____. • What this means to me is . . . • So, the big idea is . . . • A conclusion I'm drawing is . . . • This is relevant to my life because . . .
<p>Analyzing Author's Craft Strategic readers notice the way the author uses language to get his or her ideas across.</p>	<ul style="list-style-type: none"> • A golden line for me is . . . • I like how the author uses ____ to show ____. • This word/phrase stands out for me because . . . • I like how the author uses ____ to show . . . • The simile / metaphor / image that caught my attention was . . . • My favorite quote was . . . • I like how the author described ____ to show . . .

Guide to Creating Text-Dependent Questions

Text-Dependent Questions: What Are They?

As the name suggests, a text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

Good text-specific questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text-dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text-dependent questions delves systematically into a text to guide students toward extracting the key meanings or ideas found there. Text-dependent questions typically begin by exploring specific words, details, and arguments, and then move on to examine the impact of those specifics on the text as a whole. Along the way, they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension. While there is no set process for generating a complete and coherent body of text-dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or “backwards design” process, teachers should start by reading and annotating the text, identifying the key insights they want students to understand from the text. Keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orient students to the text. They should also be specific enough so that students gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful words in the text that are connected to the key ideas and understandings, and craft questions that draw students' attention to these specifics so they can become aware of these connections. Vocabulary selected for focus should be academic words (Tier Two) that are abstract and likely to be encountered in future reading and studies.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text-dependent Questions

Text-dependent questions should follow a coherent sequence to ensure that students stay focused on the text, so that they come to a gradual understanding of its meaning.

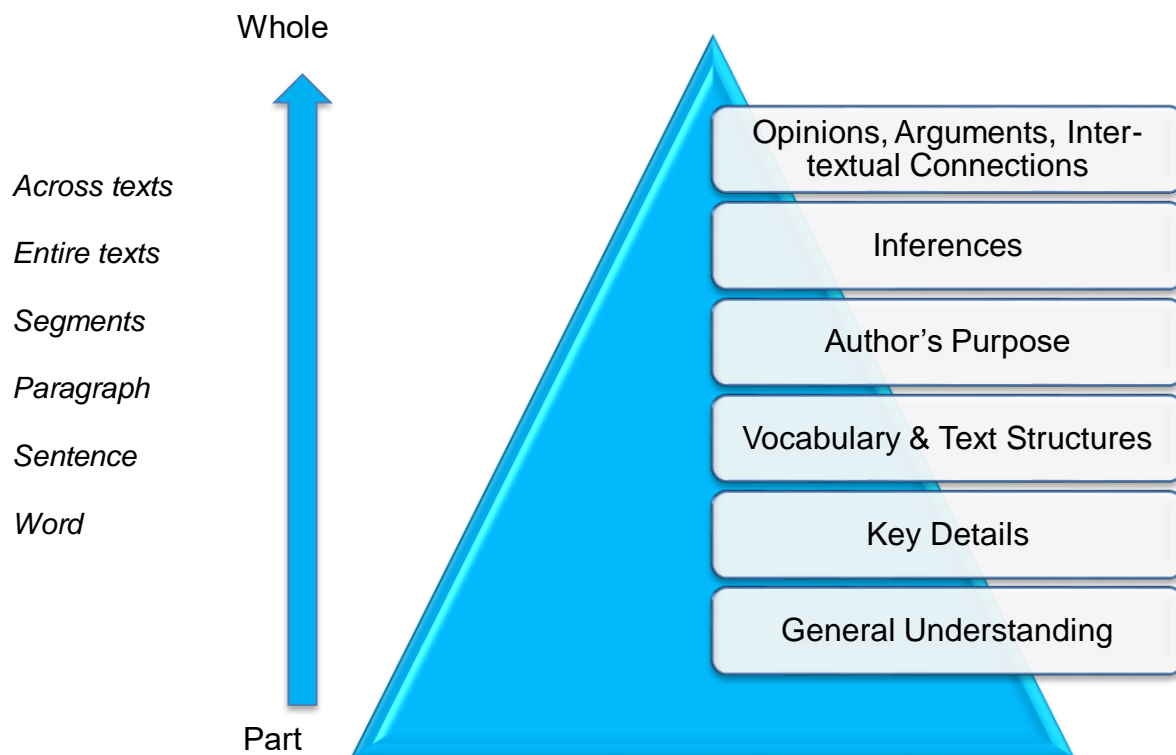
Step Six: Identify the Standards That Are Being Addressed

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that (a) reflects mastery of one or more of the standards (b) involves writing, and (c) is structured to be completed by students independently.

Progression of Text-Dependent Questions



Source: Frey, N. & Fisher, D. Common core language arts in a PLC at work. Bloomington, IN: Solution Tree.

Science Strategies

Scientific Reading	Thinking Strategies
Activating and Building Background Knowledge	<ul style="list-style-type: none"> • What do I already know about this topic? • How does what I already know connect to this new topic? • How is this analogous to something I am familiar with?
Inferring to Draw Conclusions	<ul style="list-style-type: none"> • What is my hypothesis and how will I go about confirming/disconfirming it? • What do I see? • What do I think what I see means?
Asking Questions	<ul style="list-style-type: none"> • What do I need to find out first? • What am I wondering? • How does this process work? • Where can I go to learn more? • How is what I've learned like what I know? • What about diagrams, data, and pictures is confusing?
Monitoring Comprehension	<ul style="list-style-type: none"> • Where am I confused? What can I do to clear up my confusion? • What are the diagrams, data, and pictures telling me? • Can I paraphrase what I just read? • How does this new information fit my existing background knowledge? • What topic specific vocabulary do I need to know? • What are other ways I can solve this problem?
Rereading to Repair Meaning	<ul style="list-style-type: none"> • How can I reread this section of text differently? • What question can I ask to isolate my confusion? • Are my calculations accurate? • How does what I read connect to the lab work, and the notes I've taken in class? • How would I visually represent this concept?
Determining Importance	<ul style="list-style-type: none"> • What text features are emboldened or accentuated that help me know what the author thinks is important? • What do the diagrams and pictures tell me about the processes, datum, formulas, and cycles I am studying? • What is the big idea of the section I just read? • What information from the text do I need to continue?
Synthesizing and Extending Thinking	<ul style="list-style-type: none"> • How has my thinking about this topic evolved? • What new hypothesis do I have? • How will I hold my thinking so that I can remember and reuse it?

Adaptations made from Proficient Reader Model – C. Tovani and S. Duwe 2010

Reading Like a Scientist

4. What do I predict will be the author's message?	1. Who is the author?	2. What scientific expertise does the author have?
<div data-bbox="422 480 537 516"><u>TEXT</u></div> <div data-bbox="422 545 1058 574">What scientific questions are raised by this text?</div> <div data-bbox="422 846 926 875">What scientific dilemma is related to the text?</div>		
3. What areas of scientific research form the backdrop of the text?		

Reading Resources

Reading Websites – Fiction and Non-Fiction

The following are reading sites – both fiction and non-fiction. The sites are listed in alphabetical order. Although not inclusive, this list provides a beginning source for obtaining both fiction and non-fiction texts.

An Online Library of Literature. Reading books online that can be downloaded free from this online library. <http://www.literature.org/>

Awesome Stories. This site includes descriptions and primary source background materials on current popular movies, American history, religion, disasters, famous trials, biography, religion, inspiration and the law. The background materials come from the Library of Congress, National Archives, the British Museum and universities, libraries historical societies and museums from around the world. <http://www.awesomestories.com/>

Detroit News. Part of the Newspapers in the Classroom project, this site provides online articles, worksheets, editorial cartoons, and lessons already developed. <http://nieonline.com/detroit/>

eReading. This site provides reading worksheets, activities, and resources aligned with the Common Core States Standards. This website uses a skill-focused approach where each activity targets a specific set of skills. <http://www.ereadingworksheets.com/>

Izzit.org. This site provides a variety of articles from various sources. Articles are based on current topics of interest. The site also includes videos for use in the classroom. <http://www.izzit.org/>

The Internet Public Library. This is a free online public library with references, books, stories, and newspapers from all over the world. <http://www.ipl.org/>

Library of Congress. Searchable database of primary source documents with references to CCSS and lesson ideas from lowest grade levels through high school. <http://www.loc.gov/teachers/>

Newsela. This site provides an innovative way to build reading comprehension with nonfiction text that's always relevant. Each article is available in 4-5 different Lexile Levels with many of them providing a quiz that is aligned to a specific anchor standard. It is necessary to sign up for the free account to see the different level of articles. <https://newsela.com/>

Newspaper Map. Provides access to the front page of hundreds of newspapers, worldwide. <http://www.newspapermap.com>

ProCon.org. This site provides articles/documents/visual texts that provide both the pro and con side of the issue. Context on an issue is provided with plenty of sources on each side. Provides great resources to support critical thinking skills, as well as videos. <http://www.procon.org/>

ReadWorks.org. Written for the K-12 program, many of these nonfiction texts and lessons are usable in the adult basic education program. Each article is between 3/4th of a page to about 2 pages in length. Common Core aligned skills units are also provided on the site, including paired text units. <http://www.readworks.org/>

ReadWriteThink. This is a terrific resource for teachers for many activities, lessons and games. <http://www.readwritethink.org/>

Reading Skills for Today's Adults. This site provides original texts written by instructors for Marshall Adult Education. Each article can be used as a timed reading, as well as a source for reading comprehension. Articles are written at a 0.7 to 8.9 GE. http://resources.marshalladulthoodeducation.org/reading_skills_home.htm

StoryBytes. Short, original stories about life's experiences. Please note that the stories should be assessed prior to using in the classroom. Although many of the stories are very appropriate for use in the adult education classroom, such as the short story. <http://www.storybytes.com/>

ThinkCERCA. Similar to Newsela, this site has a mix of nonfiction articles that include an audio feature that reads each article aloud to students, an option of inputting Extended Response/Short Answer questions, and an embedded dictionary within each article. <http://www.thinkcerca.com/>

Tween Tribune. Daily news sites, including text, photos, graphics, and audio and/or video materials prepared by the Smithsonian about current events, history, art, culture, and science. <http://tweentribune.com/>

Understanding Science. Science articles for reading at different levels. http://undsci.berkeley.edu/article/intro_01

US History.org. This site provides access to numerous types of historic documents and nonfiction articles on U.S. history, ancient civilizations, and American Government. <http://www.ushistory.org/>

Editorial Cartoons

Cartoons in the Classroom – part of Newspapers in the Classroom
<http://www.nieonline.com/aaec/cftc.cfm>

The Dirksen Center's Editorial Cartoon Collection (with lesson plans)
<http://www.dirksencenterprojects.org/cartoons/index.htm>

Daryl Cagle Cartoon Index <http://www.cagle.com>.

National History Education Clearing House Political Cartoons
<http://teachinghistory.org/teaching-materials/teaching-guides/21733>

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- **YouTube Channel** – <https://www.youtube.com/user/GEDTestingService>
- **“Tuesdays for Teachers” archived webinars**
<http://www.gedtestingservice.com/educators/exploring-the-2014-ged-test-webinar-archive>